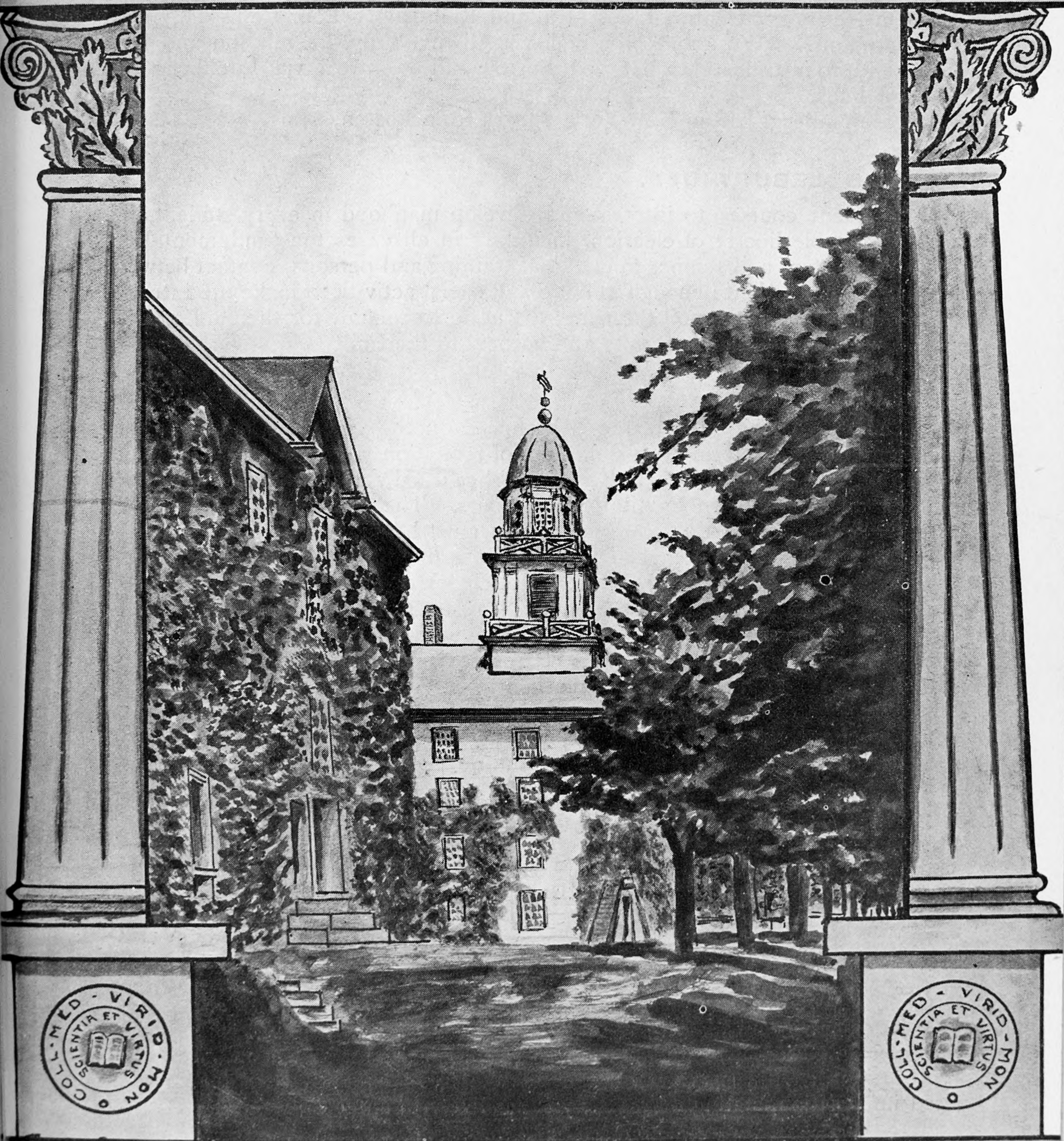


THE MIDDLEBURY CAMPUS.

MIDDLEBURY COLLEGE



Geo. H. L. '08.

VOL. IV.

DECEMBER, 1908.

NO. 6.

MIDDLEBURY COLLEGE.

FOUNDED IN 1800.

THE CENTRAL COLLEGE OF VERMONT.

Equidistant from the northern and southern boundaries, and halfway between Vermont's largest cities.

On New York Central Lines (Rutland Railroad). Four trains daily each way between New York and Montreal, via Albany, Troy, Bennington and Rutland, and four trains also between Boston and Montreal via Fitchburg and Bellows Falls.

Fare (mileage) from New York, \$5.34; from Boston, \$4.00.

THE MIDDLEBURY IDEA.

Sufficient courses to interest and develop manhood in every student, but with reasonable liberty of election, including in all cases the fundamentals in literature, history and science; individual training and personal contact between instructor and student; enough athletic and social activity to make life interesting, but not enough to spoil the man; the utmost economy for the student consistent with adequate opportunity and fairness to the College.

COURSES.

The Bachelor of Arts degree is bestowed on the successful completion of 180 term-hours. A term-hour is an hour of recitation per week. As a student has normally 15 hours a week, he accomplishes usually 45 hours a year, and requires four years to gain credit for 180 hours. The course may be taken in three years, if one can do the work. Latin must be studied at least the Freshman year for the B. A. degree. This course is open to both men and women.

A course leading to the degree of Bachelor of Science will be offered in 1909-10. The entrance requirements will be not less than for the B. A. degree, but substitutions may be made for Latin. The design of this course is to prepare students to enter the third year classes of the best schools of engineering without examination, and at the same time to provide a thorough liberal education in literature, history, political economy, and pure science. The B. S. course is for men exclusively, and may be completed in three years, if the student shows the necessary ability and application.

EXPENSES.

The location of Middlebury in a frugal agricultural region favors economy. Many students spend less than \$300 a year, and earn much of this themselves. Especial encouragement is shown to the enterprising youth who have to help themselves. Tuition is \$80 a year. Rooms for men, in comfortable stone dormitories, with steam heat and electric light, \$27.50 a year.

TO PROSPECTIVE STUDENTS.

Familiarize yourself with the entrance requirements early in your preparatory course. Except to students of strong technical bent and of mature years, preparation in Latin is strongly urged. Write for a catalogue and for any desired information, stating what year you are likely to enter College.

JOHN M. THOMAS, PRESIDENT.

HOTEL LOGAN

Middlebury,

::

Vermont.

J. H. SARGENT, Proprietor.

This House has just been refitted with all the modern conveniences; and we hope to please all old friends as well as new Customers.

Rates, \$1.50 Per Day.

Special Rates for College People.

Sent On Approval

TO RESPONSIBLE PEOPLE

Laughlin FOUNTAIN PEN

and

RED GEM

The Ink Pencil

Your Choice of

\$ **1** .00

These
Two
Popular
Articles
for only

Post-
paid
to any
address

By INSURED MAIL 8c EXTRA.

Illustrations are Exact Size

Every pen guaranteed full 14 Kt. Solid Gold—cut on right hand may be had in either our standard black opaque pattern, or Non-breakable Transparent, as desired, either in plain or engraved finish, as preferred.

You may try this pen a week, if you do not find it as represented, a better article than you can secure for THREE TIMES THIS SPECIAL PRICE in any other make, if not entirely satisfactory in every respect return it and we will send you \$1.10 for it.

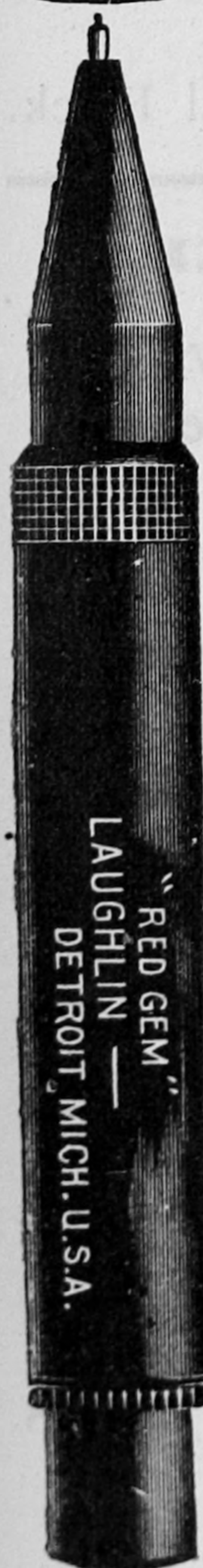
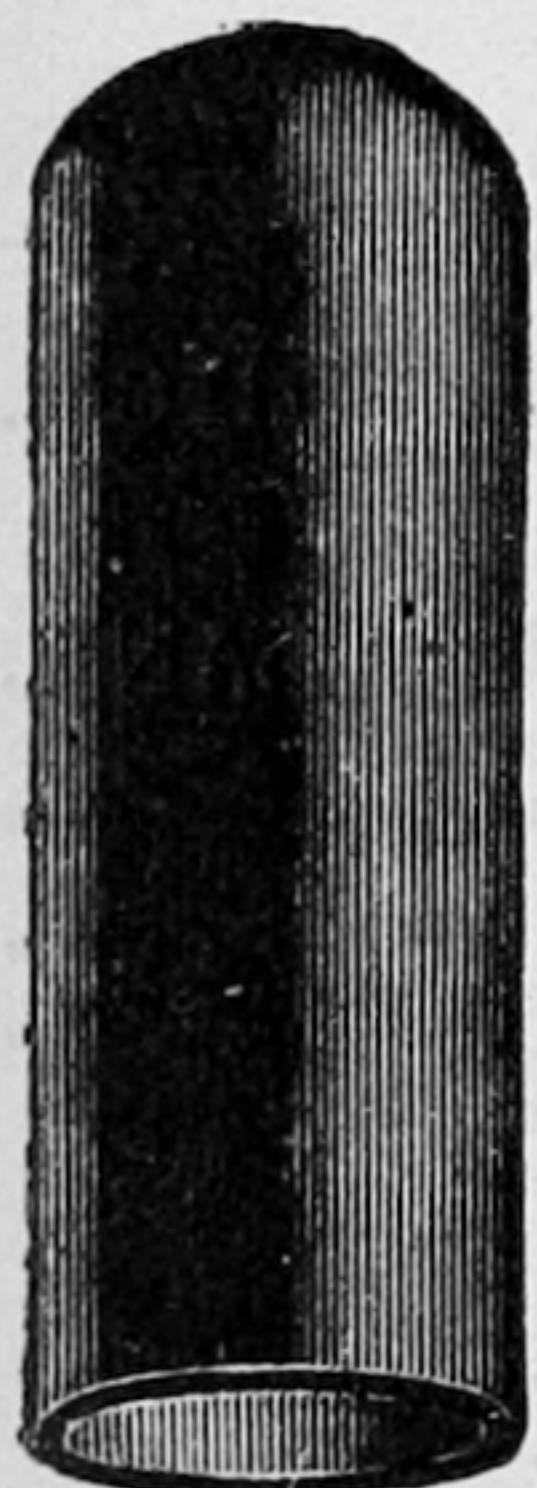
Cut on left is our famous and Popular RED GEM Ink Pencil, a complete leak proof triumph, may be carried in any position in pocket or shopping bag, writes at any angle at first touch. Platinum (spring) feed, Iridium point, polished vulcanized rubber case, terra cotta finish. Retail everywhere for \$2.50. Agents wanted. Write for terms. Write now "lest you forget." Address

Laughlin Mfg. Co.

292 Majestic Bldg..

Detroit,

Mich.



The Spalding Trade Mark

On any Article Athletic
pleases the boy. It gives
to the Ball, Bat, Mask,
its proper classification—
THE BEST. Agency at

STEWART'S,

Middlebury, Vt.

ALBANY Teachers' Agency.

**Supplies Schools of all Grades
with Competent Teachers. As-
sists Teachers in obtaining
Positions.**

The following graduates of Middlebury College, class of '07, are filling positions secured through our recommendation:

Agnes Murdoch, High School, St. Albans, Vt.

E. M. Gove, The Gunnery School, Washington, Conn.

Kathleen M. Adams, High School, Milerton, N. Y.

Jas. M. D. Olmsted, High School, Spring Valley, N. Y.

Miss Marguerite Harwood was elected to a position in New York through our aid, but declined it in order to accept one nearer her home.

We can certainly be of service to Middlebury graduates, and we want to hear from the Class of 1908.

HARLAN P. FRENCH

81 Chapel St, Albany, N.Y.

Cut Flowers at All Times

— AT —

HUNT'S GREENHOUSES.

E. G. HUNT, Jr. Tel. Connections.

Lunch Room FIRST-CLASS LUNCH
All Hours of the Day.
All Hours of the Night.

Ladies' Room separate.

Bakery has just been moved to the new building west of Beckwith's.

Fancy Biscuits, Cakes,
Crackers and Bread.

G. T. Kidder

L. E. MELLEN,
PHILIP E. MELLEN,

DENTISTS

Office over Post-office in Battell Blk,

OFFICE HOURS:

8 to 12 a. m., and
1 to 5 p. m.

MIDDLEBURY, VT.
Telephone Call 110 2

flowers! ~~~~~

Get your flowers for initiation, Class and Frat. banquets and dances. Prices reasonable and fresh flowers guaranteed. I make a specialty of College flowers. Try me.

Pagef. Potter.

With C. A. PIPER. "The Furniture Man"
'Phone.

THE "OLD RELIABLE" JACKSONS have been photographing College Students ever since the present Seniors were in the kindergarten, and not a student has ever had to take a picture that didn't suit him.

KIBBY'S CANDIES!

THE SWEETS THAT SATISFY

For sale at....

G. E. MARSHALL'S.

THE SARGENT

J. J. O'CONNELL, PROP.

Steam Heat, Electric Lights and Bells.

Free 'Bus to Train.

Middlebury, Vermont.

The College Pillow Top

with a great variety of other
Pillows and Stamped Linen
Goods. Also articles for the
Toilet at . . .

IDA S. WAUGH'S

MISS NOONAN will have on
hand, at her home on SEYMOUR ST.,
a full line of . .

College and Fraternity Pillows,

And a full line of the latest designs in
Fancy Work.

STAMPING DONE.

Mr. JOSEF NOVAK

SHOEMAKER

Fine custom Shoe Making and Re-
pairing. Rubber Boots repaired.

SHOE SHOP,

BAKERY LANE.

FRED NASH

**First Class
BARBER**

Room 29,

Battell Block.

MISS M. F. GEE,

**Manicure, Chiropody,
Facial Treatment, Hairdressing,
Shampooing,**

SEYMOUR ST., MIDDLEBURY, VT.

DR. HOWARD L. AVERILL,

DENTIST

MIDDLEBURY, VT.

OVER DR. STERNS' DRUG STORE.

B. C RYDER

FINE FOOTWEAR

FANCY and STAPLE GROCERIES

LENOX OIL

PATRONIZE CAMPUS ADVERTISERS

CONTENTS.

EDITORIALS,	-	-	-	-	-	-	163
TENDENCIES IN COLLEGIATE INSTRUCTION,	-	-	-	-	-	-	165
DEPARTMENT OF PEDAGOGY,	-	-	-	-	-	-	169
A MUCH APPRECIATED GIFT,	-	-	-	-	-	-	176
OBITUARY,	-	-	-	-	-	-	177
NEEDED ADDITIONS TO THE LIBRARY,	-	-	-	-	-	-	179
MIDDLEBURY VERSE,	-	-	-	-	-	-	179
THE LECTURE SEASON,	-	-	-	-	-	-	180
BOOK REVIEWS,	-	-	-	-	-	-	181
ALUMNI NOTES,	-	-	-	-	-	-	183
NON-GRADUATE NOTES,	-	-	-	-	-	-	185
LOCAL NOTES,	-	-	-	-	-	-	186
A MERITED RECOGNITION,	-	-	-	-	-	-	188

The Bardwell

RUTLAND, VT.

The Leading Hotel in Vermont—
American Plan \$2.50 to \$5.00 per day.
Parlor, Bedroom and Bath en suite.
Hardwood Floors, Oriental Rugs, Brass
Beds, Steam Heat, Electric Lights,
Private Dining Rooms, French Chefs.
Special Meals served at Any Time.

LALOR BROS.

Proprietors.

Only Hotel in City with Own Private
Garage and Livery on Premises.

Automobile Supplies of all kinds. Bat-
teries Recharged. Automobile Re-
pairs at any time of day or night by
competent workmen.

Wire for Rooms.

1846

1909

DORING'S ORCHESTRA

Music furnished for all occasions.
Especial attention given to Col-
lege and School Commencements
and Hops.

GEO. F. DORING,
Director.

LONG DISTANCE 'PHONE
405 X (Office)
45 J (Residence)

TROY, - NEW YORK

FISK TEACHERS' AGENCIES

New York Boston Chicago Etc.

OVER 24,000 POSITIONS FILLED

Especially serviceable to College
Graduates by reason of large patron-
age among the better class of High
Schools and private schools. Send
for circulars. :: :: ::

H. E. CROCKER, }
W. D. KERR, } Managers.
P. V. HUYSSOON, }

NEW YORK OFFICE
156 Fifth Avenue

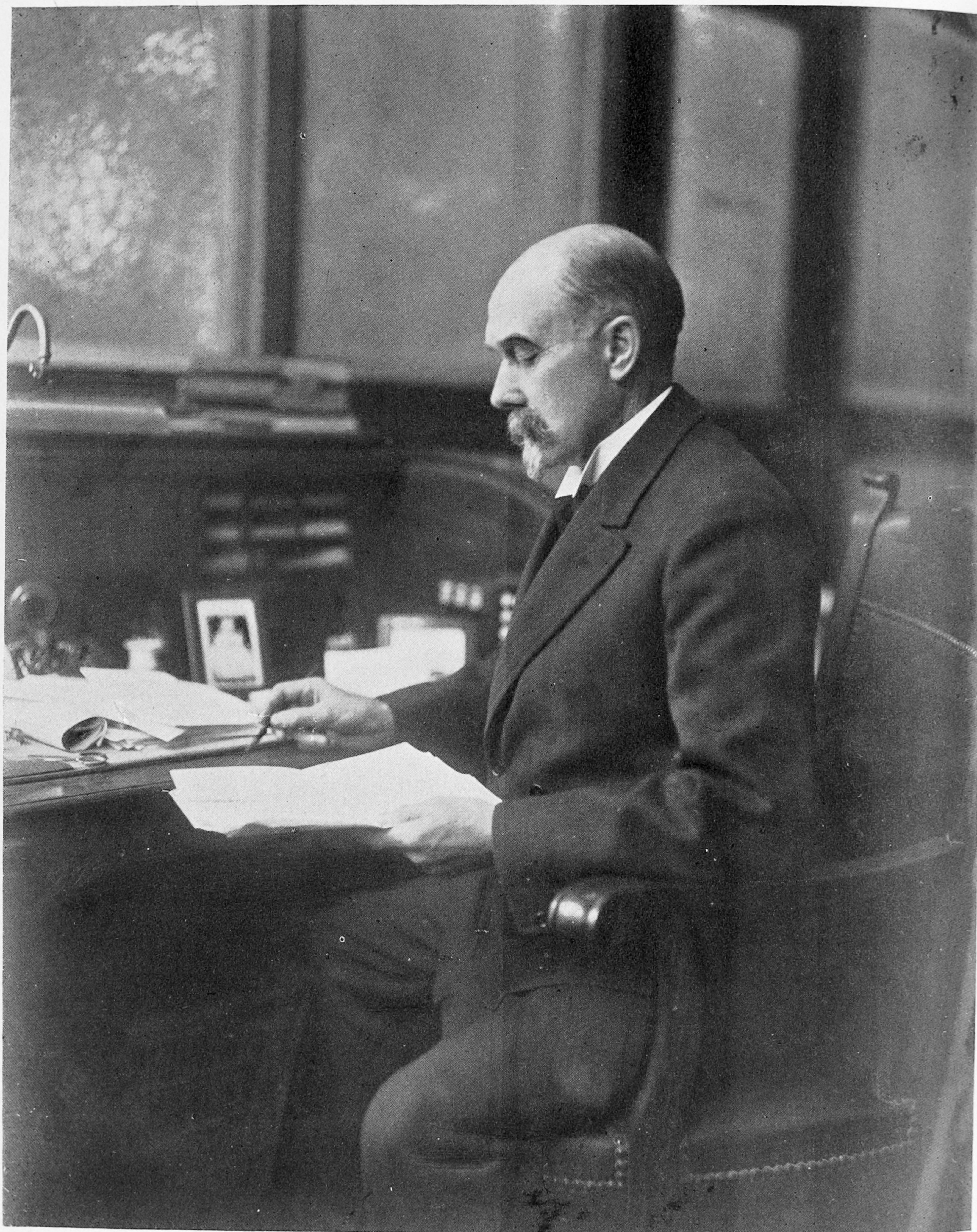
**WHEN
YOU
SHAVE**

Shaving is such a
frequent operation
and such a disagree-
able one when the
equipment is not
right, that any man
will appreciate a
good shaving equip-
ment. There are few
possessions that will
give so much satisfaction. The cost is rea-
sonable in any case. What is needed is a
Hone, Strop, Razor, Mug, Brush, Soap, Bay
Rum or Lotion and a soft, tough Sponge.
All of these we have in variety. Let us fit
you out with a complete shaving outfit.

SHELDON'S STORE

Opposite Post Office

H. A. SHELDON DR. W. H. SHELDON
1847. 1909.



A. BARTON HEPBURN, '71, LL. D., D. C. L.
(Reprinted through courtesy of the Alcolm Company, N. Y.)

THE MIDDLEBURY CAMPUS

Vol. IV.

December, 1908.

No. 6.

EDITORIAL BOARD.

PROFESSOR C. B. WRIGHT, } Editors in
HENRY S. WHITE, '09, } Chief.

ASSOCIATE EDITORS.

FIRST—CARSON A. BEANE, '09.

SECOND—HARLAN S. PERRIGO, '10.

THIRD—HERBERT M. HALL, '09.

FOURTH—HAROLD D. LEACH, '10.

FIFTH { ANNA BUTLER, '10.
ALICE B. SEARS, '09.
ADA F. WELLS, '10.

EGBERT C. HADLEY, '10, Business Manager.
MR. JOHN A. FLETCHER, '87, Treasurer.

Published bi-monthly by the faculty and students of Middlebury College.

All subscriptions should be addressed to Egbert C. Hadley, Middlebury, Vt.

ONE YEAR, - - - - - \$1.00
SINGLE COPIES, - - - - - 20c

Entered as second-class matter January 25, 1908, at the postoffice in Middlebury, Vt., under the Act of Congress of March 3, 1879.

COLLEGE ASSOCIATIONS.

FOOT BALL—Manager, Harold D. Leach, '10;
Captain, C. Ray Miller, '11.

BASE BALL—Manager, D. J. Ricker, '09;
Captain, Ray Fisher, '10.

ATHLETIC ASSOCIATION—President, W. L. Carpenter, '09; Secretary, R. A. Currier, '10.

STUDENTS' Y. M. C. A.—President, H. M. Hall, '09; Vice-president, Carson Beane, '09; Secretary, W. H. Carter, '10; Treasurer, R. A. Currier, '11.

STUDENTS' Y. W. C. A.—President, Hazel McLeod, '09; Vice-president, Inez Cook, '09; Secretary, Mabel Martin, '11; Treasurer, Stella Cook, '10.

THE catalogue for the current college year will make its appearance in January. The issue will be somewhat late, but the establishment of the new Department of Pedagogy necessitated so many changes in the plans for the coming year that it was felt it would be much better to delay the catalogue until a fair and accurate prospectus for the coming year could be prepared. The new catalogue, therefore, will show many changes, and will be less a record of the work at present conducted in the College than an announcement of what may be expected next year. The major portion of the new book will follow the heading "Departments of Instruction". After a brief introduction to each department, a description of each course will outline clearly just what Middlebury has to offer. The departments will be more in number, and the courses will cover the necessary ground much more adequately than in the past. The Classical and Latin-Scientific courses are united in one course, to be known hereafter as the Classical Course. A new course, leading to the degree of Bachelor of Science, will appear for the first time. In admission requirements this course will co-ordinate with the English courses of the Vermont high schools. It will equal the present courses in difficulty, but Latin will not be required, either for admission to it or in College. The new Scientific students will begin Physics in their Freshman year, and may commence Chemistry as Sophomores and pursue both Chem-

istry and Biology the remainder of their course. In History, Political Science, and Modern Languages, many new subjects may be taken. The catalogue has been almost entirely re-written. It is designed to issue a book which will "bring business", and of which the friends of Middlebury will be proud. The printing will be done by the Messrs. Corlies, Macy and Co. of New York.

THE establishing here of a Department of Pedagogy, the account of which appears in another column, marks one of the most important events in the history of the College. Teaching is one of the oldest of the arts and one of the newest of the sciences. Its claim to the name of a profession is well founded in definition, in history, and in theory and practice. Plato, Socrates and Aristotle, Seneca, Quintilian and Plutarch, Ascham, Erasmus and Comenius, Pestalozzi, Froebel and Spencer, Arnold, Hopkins and Eliot—"these be great names my masters", and if they are not enough to found a profession upon it might be difficult for the pulpit or the forum to do better. And the teacher's profession is coming to be recognized everywhere as of the highest consequence; and that, too, regardless of its relative rank—kindergarten or college. Its tenure is becoming more certain, its emoluments more satisfactory, its rewards both social and financial more secure. But with all these satisfactory conditions the demands made upon the teacher are correspondingly increased. It is no longer permissible for the teacher to feel his way along and be-

come a good teacher by experience only, and that too after dreary failures and direful mistakes. The teacher's profession is now founded upon principles scientifically elaborated and carefully studied. And back of all is the history of education and the biographies of the great masters. Middlebury has always been a generous contributor to the ranks of the world's teachers; but now we shall be able to send out teachers who may feel the assurance of professional fitness, and a sturdy confidence that has hitherto come only after years of experience. No doubt teachers are born and not made, like poets, but so are lawyers and physicians and ministers and everybody else who has a mission in life. But natural taste and talent only emphasize the advantage of special training, and as much in one profession as in another.

“TENDENCIES in Collegiate Instruction,” an article reprinted from the *Outlook* of July 25, 1896, will be found subjoined in this number of THE CAMPUS. The author was then, and is still, Professor of the English Language and Literature in New York University. He is a son of Professor Solomon Stoddard, of Latin Grammar fame, who held the chair of Latin in Middlebury 1838-1847. The article is timely for Middlebury men, since it indicates so clearly the need of expansion and further endowment. It is interesting to note that our College furnished the text for the article, and alumni will easily identify Dr. Labaree as the "retiring President" to whom reference is made. That Professor

Stoddard has a kindly feeling for the College which has received honor through his father's name is evident from the following gracious letter :

PRESIDENT JOHN M. THOMAS,

Middlebury, Vt., Dec. 15, 1908.

My dear President Thomas :

I thank you much for sending me a copy of the addresses delivered at your inauguration last June. I have read them all with care. Your own inaugural address is a valuable discussion of present educational problems and a real contribution. I have been especially interested also in your statement of the present state, and probable future, of Middlebury. I believe that the College under your leadership has a mission. I want you to get the Pearsons fund not only, but other funds to follow, and have no doubt you will get them. College professors are, as you know, not the men who are able to endow colleges, or even to add to endowments in any appreciable manner. I wish, however, to show my interest tangibly and I ask you to permit me to enclose my check for twenty-five dollars to help pay for the clerical work and incidental expenses of getting the endowment. It will not go very far, but it will show my interest.

I enclose an article written twelve years ago which may have use to you because it treats of your subject ; and because the college referred to, and used as a text in it, is Middlebury. Conditions have changed somewhat in twelve years, you will note, but some of the problems suggested are yet with us.

Yours sincerely,

FRANCIS HOVEY STODDARD.

[From The Outlook, July 25, 1896.]

TENDENCIES IN COLLEGIATE INSTRUCTION.

BY FRANCIS HOVEY STODDARD,

Professor of the English Language and Literature
in New York University.

Within fifty years the American College has entirely changed its organization, character, and purpose. On the desk, as I write, lies a baccalaureate discourse, preached thirty-one years ago, by the President of a New England college. It was a commemoration discourse summing up the results of twenty-five years of incumbency by the retiring President ; and was at once a brief history of the institution, a bird's eye view of its then present state, and a forecast of its probable future. The college was, and still is, a representative New England college, in the second rank as to size ; but holding then, and continuing still to hold at the present day, an honorable position. In 1865, when this sermon was preached, the college had counted half a century of useful years, and had educated eighteen presidents and sixty professors for herself and for other colleges. It retains to-day such vigor that at its commencement a few days ago the college showed every sign of vigorous life, and announced plans in due form for celebrating its approaching one hundredth anniversary. The institution is so fairly representative of the type-form of the smaller New England college that a comparison between its constitution, character, and purpose half a century ago and the constitution, character, and purpose of the average small college of to-day is reasonable and is worth making.

Singularly enough, the first sign of

development that one would expect—that of increase in number of students—does not appear. The small college after half a century is still the small college; and undergraduate instruction is still carried on mainly in small colleges. A few universities, such as Harvard, Yale, and Princeton, do now, indeed, number large classes of undergraduates. But the average number of undergraduate students in the colleges has scarcely been doubled in 50 years. In 1836 the college under review had one hundred and sixty-eight undergraduate students; it has less than three hundred to-day. The number of undergraduate students now at Amherst, Williams, Dartmouth, Middlebury, Bowdoin, Bates, Colby, Trinity, will to-day average only slightly over two hundred. In other States some large and well equipped institutions still keep their undergraduate divisions of very moderate size. Johns Hopkins has but one hundred and ninety undergraduates, Columbia (Arts) but two hundred and sixty, New York University (Arts) but one hundred and eighty-one, according to the last catalogues. The distinguishing characteristic of the modern college as compared with its ancestor is not mere size; the flight of fifty years has not greatly changed the numerical ratio, which still is governed by specific rather than general educational considerations.

But in other respects changes amounting to a revolution have come. The most noticeable of these changes is in the kind and extent of equipment used for college work. The complexity and expense of the modern organization has so developed that one almost doubts the earlier figures. It is

almost incredible to us now that a college could exist at all with the slender endowment fund thought sufficient seventy-five years ago. "When the college," says this President in his baccalaureate discourse, "came from the hands of the Legislature as a chartered institution, its whole corporate property, buildings, funds, lands and library, was worth less than five thousand dollars." "Hope," he truly says, "was the corner-stone." Yet the college did very good work with its five thousand dollars. It could not do good work to-day with that endowment. It could not even get a charter in New York State. For the State law in New York fixes a minimum of five hundred thousand dollars endowment to be possessed by the college as a condition precedent to conferring upon the college the power to grant degrees. In practice much more than five hundred thousand dollars is needed for even a small college. Amherst is not rich with two and a half millions of endowment. Exactly what proportion of the five millions of Johns Hopkins, of the four millions of the New York University, or of the ten millions* of Columbia, goes to the support of the instruction of the two hundred undergraduates one cannot say, but it is certainly a sum vastly exceeding any estimates current fifty years ago. It is probably under the mark to say that the complexity and extent of the equipment needed for a college, measured in either men or money, has increased tenfold in half a century.

It has increased because the char-

*These figures are not exact, no precise information as to endowments being available, but they are under rather than over the actual amounts in each case.

acter of the college education has changed. College education has changed in at least three respects. The college of to-day teaches young men instead of boys; it develops all faculties instead of the intellectual and moral faculties alone; it undertakes to train its students for many professions and occupations, instead of for but one or two. Seventy-five years ago the average college period was in the years from fifteen to nineteen; to-day it is in the years from eighteen to twenty-two. Before me lies the collegiate record of a single New England family. Its progenitor came to Boston in 1639. His son graduated at Harvard in 1662, aged nineteen; the grandson graduated at Harvard in 1701, at nineteen; the great-grandson graduated at Yale in 1756, at twenty; the great-great-grandson graduated at Yale in 1790, at nineteen; and the son of the last named graduated at Yale in 1820, at nineteen. The uniformity of age is not exceptional; it represents the general practice of the time. But the next two generations illustrate a new practice. The son of the man who graduated in 1820, at nineteen, himself graduated in 1869, at twenty-two; and the last representative of this particular family will graduate at twenty-two next year. Here again the fact is not exceptional. The average age of the graduating classes of the ten leading colleges this year is over twenty-two years. The college period has entirely changed. Youths of eighteen to twenty-two, not boys of fifteen to nineteen, are now in colleges.

And they are in the colleges to be trained in more than one direction.

The modern college undertakes to develop the student in directions not within the plan of training of the earlier methods. The physical side, for example, is cared for. The college president of fifty years ago expected that a considerable proportion of his students would gain intellectual and moral power at the expense, partial or total, of the physical organization. In 1839 a professor, in his inaugural address at the same college which has served us as a text, says: "The plans which have been devised to secure the health of studious young men have generally failed. The subject of physical education has been and still is strangely neglected in this country in every class of society; but the defects of this neglect are oftenest seen in our educated young men. Many of these, even before their study is completed, are so enfeebled as to be unfitted for enjoyment or usefulness; many find a premature grave just as they are entering on active life; many more have paralyzed physical and intellectual powers as the melancholy result of excessive or injudicious application. The efforts that have been made to prevent such evils have been attended with only partial success, and it would seem that nothing but bitter experience can induce the young to avoid the causes which produce them." The hopeless professor told the truth for his day. But a new day has certainly come. Physical education is now a regular part of every college curriculum, and the gymnasium dominates the campus. It is certainly not physical education which is neglected in our colleges to-day.

In fact, nothing which is demanded is neglected. For the whole paternal

idea of collegiate intellectual discipline, prescribing specific, limited and unvarying studies, has passed, with the raising of the average entrance age from fifteen to eighteen. College discipline was paternalism pure and simple in 1838. "What are the studies," continued the professor just quoted, "required for a thorough education? Briefly stated, they are Greek, Latin, mathematics, the philosophy of the human mind, logic, rhetoric, and practical moral and religious instruction. Reading should be sparingly pursued, except in connection with the course of study. He who reads much at an early stage of education, like the youthful traveler, will indeed find much to gratify his curiosity, but, not having learned to apply the principles of philosophy and taste, he will derive little practical improvement." Certainly, this is the voice of an earlier, not of a present, college day; for the whole conception has broadened. The college question is not now, What minimum list of "Studies Required for a Liberal Education" can be drawn up? It is rather, How wide an educational tender can this college make? The college of to-day fits for any occupation, and offers the broadest possible opportunity. Of the three local institutions mentioned earlier in the article as having a moderate number of undergraduate students, New York University offers 162 strictly undergraduate courses, Johns Hopkins quite as many, Columbia somewhat more. *Nihil a me alienum puto* is the doctrine of the modern college, and this, as compared with the college doctrine of fifty years ago, implies a change so great as to be virtually a revolution.

That all these changes are for the better will not be everywhere agreed, but they are certainly in the line of an evolution. The general tendencies seem to be toward the disappearance of the college cloister life as a separate and peculiar influence, and to be toward the uniting of the college opportunity with the other influences of education. The progress of time has broadened the view of both professor and student. The attitude is no longer the intensely personal—the, collegiately speaking, provincial—attitude of half a century ago. In 1838 the newly appointed professor of English literature in our before-quoted college has his opportunity to give an inaugural lecture, and here is what he has to say concerning English poetry and English fiction, and concerning his own mission as instructor: "But, while our language is distinguished by such excellences, and while it abounds in writers who, in various respects, possess such high merits, and who have done so much honor to their country and their race, the student needs, and urgently too, directions and cautions in his perusal of our prominent and standard authors. Of English essayists, I am acquainted with none, unless at times Johnson forms a noble exception, whose pages are not fraught with sentiments and a spirit decidedly opposed to the Gospel of Christ. The whole current of thought which is pursued in them, and the entire impression which they are adapted to create, is undeniably unevangelical. Among the poets of high and established reputation, with the exception of Milton, who possesses a peculiar character and occupies a peculiar station, but two, Young and

Cowper, give prominence to the distinguishing truths of Christianity, breathe in their writings a strictly Christian spirit, and urge the performance of purely Christian duties. The mass pander to the evil passions and to the licentious inclinations of men; and slight would be the danger to the Christian principles, and to the purity of mind and the moral habits of the young, from all which heathen 'minstrels ever said or sung' compared with the mischievous influence which those who have written in our own language are fitted to exert, beginning no farther back than Dryden, whose poverty and profligacy led him, regardless of decency and conscience, to minister to the vices of a most dissolute age, and coming down to the debauched and reprobate Byron, whose works are suited to prepare men to think and feel like fiends, and, with the brute, to wallow in the sty. Of the works of fiction, the mass are the merest trash, fit only to be allowed to pass unimpeded to that oblivion to which they are so soon destined. They are all alike calculated to produce, in a greater or less degree, an intoxication of mind disqualifying for vigorous effort and high improvement, as well as unfitting for the serious and more important duties and for the severer trials of life. To examine these different classes of writings and to exhibit the peculiar traits, as it regards their excellences and defects, of prominent works in each, and to furnish, as far as may be practicable, security to the youthful mind against adopting erroneous views, and imbibing an unchristian spirit, and being seduced from truth and duty, from happiness and heaven,

must be an object of high and inestimable value." Certainly these would be strange utterances for a professor of English literature to make to-day. Yet just this type of complacent and omniscient professor used to be common in our colleges. He has disappeared, and his disappearance is significant.

Significant also is the lessening of the importance of the individual graduate at commencement. He used to deliver an oration, to receive flowers, applause, congratulations, to be considered a completed and important example of learning. Now, in the midst of a crowd of classmates, he silently takes his degree, and passes almost unnoticed to join the ranks of the workers in the world.

The student, the professor, the college, all are becoming parts of a system of education rather than important separate forces. It is only when we look at the progress of education as a whole that we can rightly estimate the significance of the changes in a separate factor, such as is the college.



DEPARTMENT OF PEDAGOGY

ESTABLISHED BY THE STATE OF VERMONT

The above heading will appear in the College Catalogue for 1908-09, introducing a new section in the "Departments of Instruction" and indicating a pronounced step forward in the progress of Middlebury. For several years of late the College has tried to do its duty by those who were looking forward to teaching, and, with this in view, an elective in Pedagogy has been offered to Seniors in the winter term, conducted by Professor Howard, and in the spring term instructors in

the several departments have given several hours each to this class, suggesting methods and ideals of teaching in their several subjects. Teacher training far more thorough and adequate, however, will be possible hereafter, and the story of how it has come about that the State of Vermont has founded at Middlebury what is virtually a Normal College for the training of teachers for high schools is well worth the telling.

From remarks by President Thomas it appears that the very beginning was in his study of the reports of the Carnegie Fund for the Advancement of University Teaching, while preparing last winter for the duties of his office. He observed that the University of Vermont and Middlebury College stood side by side in the first list of accepted institutions entitled to the benefits of the Fund. All sectarian colleges and State universities were excluded from this list by the terms of Mr. Carnegie's gift. Then the University of Vermont, according to this authoritative defining Board of American Education, was not a State university. Examination of its charter revealed the fact that it had its own Board of Trustees, in large measure self-perpetuating, that the State does not own its buildings nor control them, has no power to command its educational policy, and has not pledged the State to its support either in whole or in part. Study of the educational history of Vermont showed further that the University had repeatedly disclaimed any claim to State support, and that as a matter of fact such assistance had been given only during the last twenty years, during which time Middlebury College

also had been a recipient of State funds, although in smaller amounts. The first step toward the new Department was the clear fixing in mind that Middlebury College is a public institution of the State of Vermont, equally entitled with any other institution to offer its services to the State in any needed educational field, and equally privileged to receive State aid for such service.

The next step was to ascertain the facts as to the amounts received from the State by the several colleges. The statutes provided for regular payments to these colleges as follows:

University of Vermont and State Agricultural College:

For Scholarships	-	-	\$2400 00
For "Instruction in the Industrial Arts"	-	-	3600 00
Total	-	-	\$6000 00

Norwich University:

For Scholarships	-	-	\$2400 00
For "Carrying out the Purposes of its Charter"	-	-	3600 00
For "Improvement of the Department of Engineering"	-	-	2500 00
Total	-	-	\$8500 00

Middlebury College:

For Scholarships	-	-	\$2400 00
------------------	---	---	-----------

Thus Middlebury, the first college in the State in point of actual beginning of educational work, was \$3600.00 a year behind the University of Vermont, and \$6100.00 behind Norwich University, although there was no reason in legal relation to the State, nor in moral obligation of the Commonwealth to them for services rendered, why Middlebury should be one penny less favored.

It was without profit to inquire how this state of things had come about, but it was most pertinent to ask how it could be remedied. Clearly the beginning of the remedy was to find an

open field of educational effort, which neither of the other colleges had entered, but which was needed in Vermont, and in which it would be possible to return to the State full and honest return for every dollar bestowed. Military education was thus precluded, and the various departments of engineering also. Other branches came to mind, but none offered at all the advantages which seemed ready to hand in the field of pedagogy, or teacher training. The insufficiency of the supply of trained teachers in Vermont had become a matter of public solicitude. Middlebury was doing more than any other college in this field, but her course was admittedly insufficient. No college was offering adequate courses in the history of education or in the principles underlying successful teaching. None attempted anything like observation or practice teaching. Graduates went out as principals and teachers in high schools with little more than elementary instruction in the special methods of their calling. The three Vermont Normal Schools were struggling for their life on insufficient State support, and the new Normal School, advocated by some, was to be largely an industrial school, with no special attention to the subjects ordinarily pursued in high schools.

The more carefully the subject was pursued the more thoroughly did the proposition of a Department of Pedagogy for the training of high school teachers commend itself to the judgment, both as legitimate and proper work for a college like Middlebury, and as an endeavor which could scarcely fail of enthusiastic popular

approval. It seemed almost too good to be true that such an attractive field had been left uncultivated, and particular pains were taken, therefore, to inquire whether plans had not been laid elsewhere. Inquiry in official quarters, however, revealed the fact that the way was still open, no steps having been taken in this direction by any other college which diligent inquiry could discover.

A special meeting of the Corporation was held on September 8 in the Chapel, at which President Thomas laid the project before that body. It was approved unanimously and heartily, and a committee consisting of the President, Senator Stewart, Dr. John A. Mead, and Hon. Fletcher D. Proctor, was appointed to bring the matter before the Legislature. The first draft of the bill was made by Senator Stewart. It was placed in the hands of Mr. Allan Calhoun, representative from Middlebury in the House of Representatives, who interested himself actively in its passage, and to whom much of the credit for its success must be given. The effective co-operation of Mr. Frank L. Fish, representative from Vergennes, was also secured, and by his wise judgment, and untiring and tactful labor, Mr. Fish earned lasting gratitude from all friends of Middlebury. In the Senate Mr. James B. Donoway, '93, was highly useful. Every member of both Houses from Addison County, and many friends of Middlebury throughout the State, grew warm and enthusiastic in support of "our bill," and it soon became evident that the measure was regarded as eminently fair, and as a meritorious endeavor to place the College in a position to do

effective work in a needed field and to supply a real demand in an economical manner.

A hearing before the House Committee on Appropriations, to whom the bill was referred, was arranged for the evening of October 27. President Thomas, Senator Stewart, Dr. Mead, Mr. Fish, Senator Donoway and Mr. Homer L. Skeels, '98, Secretary of the Senate, addressed the Committee. The same Committee had under consideration a bill providing an appropriation of \$10,000 for the Medical Department of the University of Vermont, and, on favorable action in the Committee on this bill, it seemed wise to unite the measures for the two institutions in one bill. This was done, the Committee amending the bill introduced in behalf of the University of Vermont by inclusion of the Middlebury bill, and the joint measure passed the House on November 13 without opposition, and the Senate, also unanimously, on November 19, and was signed by Governor Prouty and became a law on November 20, the Governor presenting the pen with which he signed the bill to President Thomas, the same being exhibited at a celebration held in Hamlin Commons on Saturday evening, November 21.

The act reads that the Auditor of Accounts shall draw orders to the Treasurer of Middlebury College for \$6000.00 annually, \$3000.00 on July 1 and \$3000.00 on January 1 of each year, "For the establishment and maintenance of a Department of Pedagogy in said institution." Thus the State of Vermont has founded a Teachers' College at Middlebury, and provided generously for its present

needs. Friends of the College may rejoice that the effort to secure this appropriation was conducted on a high plane, without narrow partisanship, and with full recognition of the good work done in other institutions in other fields. The first sentence of President Thomas at the hearing before the Committee was that he spoke in no antagonism to any other educational effort in the State, whether in the normal schools or the colleges, but that he asked only for equal opportunity to render service through his own institution and in an unoccupied field. "I have come here", he said, "to give my life to the interests of the young people of Vermont: why should I wish that those who go to other colleges than my own should not have abundant opportunities?" This broad and tolerant spirit in which the movement was conducted won many friends for Middlebury.

Our friends may rejoice in an addition from this source alone of 20 per cent. to the income of the College, above that of the last fiscal year. The prestige of Middlebury both in Vermont and beyond her borders will be largely increased. It may be hoped that in years to come Middlebury will acquire the reputation of sending out good teachers, specially trained for their calling and able from the first to avoid the blunders into which young teachers fall so readily. In taking up this work Middlebury is not drifting from her natural calling and her previous traditions. Teacher training is distinctly in the line of the natural development of the College, for her graduates have always inclined to the teaching profession, and pedagogy introduces no subjects not entirely

proper to the curriculum of a small college.

The Corporation may be depended upon to see to it that full and honorable return to the people of Vermont is rendered for every dollar of the appropriation. Instructors in the history and philosophy of education must be secured, and in methods of teaching and school administration. Each department must give special attention to methods of high school teaching in its subjects and additions of works on education must be made to the Library.

The establishment of a graduate course in Pedagogy, while a legitimate use of the funds, would not meet sufficiently the expectation of the State in establishing this Department. Courses must be offered to Juniors and Seniors, enabling them to give at least half their time to distinctive study in preparation for teaching. Every department in the College, through the relief upon its classrooms from those who choose pedagogical courses, will feel immediate benefit. The appropriation will also justify a summer session of the College, as a regular part of its work, with courses equal in thoroughness to those ordinarily pursued and with credit towards degrees for their successful completion. This should be by no means a summer outing, but a serious part of the college year. Middlebury is an ideal location for a summer school, and its success may contribute very largely to the further usefulness and reputation of the College.

The October *Bulletin* was devoted entirely to a statement of the reasons for the establishment of this Depart-

ment and the purposes it was designed to fill. This statement was so clear that it is worth re-reading, now that the new departure is assured. THE CAMPUS is glad to give a portion of this *Bulletin* more permanent form.

[From the October Bulletin.]

There is at present no institution in Vermont which attempts to furnish special teacher training for those who are fitting themselves for positions in high schools and academies. Under present conditions college graduates begin service in these schools as principals, assistants, and teachers with no direct preparation in the principles and methods of teaching, and without practice under trained supervision in the actual work of instruction. They receive excellent preparation in the subjects to be taught, but are left largely to themselves to find out how to teach and how to administer schools.

Those who are to become high school teachers certainly stand in no less need of special training in methods of teaching than the teachers of grammar and primary grades. Principals of schools and Superintendents should receive thorough instruction in the methods of school management and the administration of educational plants.

The principles of education have in recent years become a science. The ideas of leading and successful educators in many countries and at various periods have been thoroughly studied, and the student who becomes familiar with educational progress throughout the centuries, and with the principles which underlie sound education, is enabled to avoid many faults and failures in his own educational

endeavors, and to advance rapidly and surely to proficiency in his profession. It is folly to suppose that any one who knows a subject can also teach it. Instruction is an art and a science, and the management of schools is a profession. The teacher should be specifically trained for his profession and the practice of his art, as much as the physician or the engineer. No one would think of employing an engineer who is skilled merely in theoretical mathematics, but has had no training in their practical application. The time is rapidly coming when it will be regarded as equally unwise to engage a High School teacher who has become an accomplished scholar, but who has had no discipline in the art of imparting knowledge and governing pupils.

For these reasons one of the Vermont Colleges should establish a Department of Pedagogy for the training of High School teachers. The work can be done more economically as a department of a College than as a separate School of Pedagogy, because the College already possesses, not only buildings for administration and residence, laboratories and a library, but also instructors in the subjects of secondary school instruction. All this work would have to be duplicated were a new School of Pedagogy to be established, whereas the College needs merely to add to its equipment special advanced instruction in the principles and methods of education. A teacher who does not know his subject is worthless; a teacher who knows his subject but does not know how to teach it, while he may in time become a good teacher, is certainly handicapped and at a disadvantage. A

good Department of Pedagogy, connected with a College which already trains thoroughly in the natural and physical sciences, history, literature, and the languages, would send out into the State year after year a body of young men and women destined to become especially effective teachers.

In order to do its duty to the educational interests of the State, a Department of Pedagogy in a Vermont College should furnish a course at once broad and practical in the principles and methods of modern education. Both the history and philosophy of the subject should be thoroughly studied. The student should become familiar with the ruling ideas of great educators and the leading educational systems, especially those which exert strongest influence upon current educational practice. Particular attention should be directed to the educational history of the United States, and the present problems and needs of our public school system. The situation as to education in Vermont should be dealt with specifically, and the future principals and teachers should be taught thoroughly the laws under which they will work and the specific problems and difficulties which they will meet. Educational administration should be placed in the course of study, including the management of schools, school discipline, and the relation of national, state, and municipal governments to education. The special problems of the High School, its course of study and equipment for work in order that it may not only fit for College, but also fit for life those who go no farther, should receive attention.

A thorough knowledge of educa-

tional psychology should also be imparted, leading to an understanding of the development of the mind during the period of adolescence. Too many teachers teach subjects, but do not teach pupils; they know Algebra and Latin, but do not know the average boy. There are countless suggestions in the modern science of psychology which bear directly upon successful teaching. A practical introduction to teaching should also be offered, including the method of the recitation, the management and discipline of classes, observation of good teaching, and practical applications of method.

The addition of a staff of skilled instructors in a College Department of Pedagogy would bring into the State a body of men who would help in the uplift of its whole educational life. In conventions and gatherings of teachers their influence would be brought to bear for improvement of method and greater effectiveness in teachers already in the service of the schools. By means of a Summer Session, conducted especially for High School teachers as a regular part of the work of the College year, a large number of Vermont teachers would have a yearly opportunity to advance themselves in their profession, and the stimulus of such work would be widely felt.

Middlebury College is the natural place in Vermont for the Department of Pedagogy above outlined. It is the central College of the State, being equidistant from the northern and southern boundaries, and half way between Vermont's largest cities. The emphasis in Middlebury College for many years has been on the subjects

chiefly taught in High Schools, rather than upon medicine, engineering, and kindred topics. A large number of her graduates have turned their attention to teaching, and nearly one-fifth of her living graduates are at present occupying responsible positions in High Schools and Academies. Thirty-six graduates are at present employed in the High Schools of Vermont. The normal development of the College would be in the line of teacher training for educational service, and the atmosphere of Middlebury is in every way favorable to the production of good teachers. The appropriation sought would equip the State with a College for the training of High School teachers, having a plant worth \$250,000 and an endowment of \$450,000, all of which would be placed at the service of those who desire to prepare themselves for higher educational work.

With full recognition of the beneficence of the instruction in the industrial arts provided by the State at the University of Vermont, and of the department of engineering and the military instruction in Norwich University, the friends of Middlebury College petition for the means to perform like useful service in a field not covered by either of the other Colleges nor by any other institution of the State. It is well that by a modest appropriation the youth of the Commonwealth are afforded opportunity for preparation in the attractive profession of engineering; it is to the good of the State that the industrial arts be efficiently taught; but it surely is not less to the advantage of Vermont to make equal provision for the training of efficient teachers for her

higher schools. If Vermont needs engineers, if she needs men trained in war, does she not also need men and women fitted by the best possible modern training for responsible positions in her higher schools?



A MUCH APPRECIATED GIFT.

Among the many improvements and additions to equipment which have been steadily coming College-ward of late, one other, as yet unnoticed in the columns of *THE CAMPUS*, deserves notice from Alumni and friends. For years there has been occasional need, in the various departments, of a modern stereopticon. The former outfit had once served a good purpose, but was inadequate to the demands of present day instruction. Besides imperfections of old objectives and condensers, the oxy-hydrogen method of lighting was both cumbersome and inefficient. Two years ago, looking toward some change, experiments were made with the alternating current which is supplied to the College buildings, but with only partially satisfactory results. This lighting, it is true, was found to be an improvement over the oxy-hydrogen illumination when the voltage was at its normal mark, but when, as often happened, especially in the daytime, this was not maintained, the screen lighting suffered correspondingly. Another objection to the use of the alternating current was the loud hissing of the carbons, an annoyance to both lecturer and audience. Further investigation into the whole subject indicated that the best arrangement for general college purposes would be the acquirement of a

Mercury Arc Rectifier to give the brilliant light of a direct current, and a combination of Reflectoscope and Stereopticon apparatus for the purpose of throwing upon the screen, during the same lecture, both reflected light from the surface of a photograph or other opaque object, and, also, light transmitted through the ordinary lantern slide. Such apparatus has been installed, and is now in use in the College.

In one of the lower rooms of the Warner Science Hall has been placed a Rectifier made by the General Electric Company at Schenectady. This ingenious device consists of a large T-shaped glass bulb in conjunction with rheostats, resistance box, ammeter, voltmeter, switches, etc., the general purpose of which is to receive an alternating current of 220 volts and to send out a direct current at 115 volts. The current passes to the chapel building by wire of such conductivity as to lose only four or five volts in transit. Here, in a lantern constructed by the A. T. Thompson Company, of Boston, the two transmitting wires terminate in carbons, from the positive of which, when the two are brought nearly into contact, there issues such brilliant illumination as to pierce the densest slide, or, when the Reflectoscope attachment is used, to throw on the screen the reflection from photograph, page of book, postal card, leaf, crystal, coin, or whatever small opaque object may be inserted in the ray.

The possibilities of such an equipment, in these later years of educational progress, when so many subjects are presented and taught through the eye as well as through the ear, are

at once apparent. Not only 'the sciences in -ics,' but the humanities, are capable of being elucidated by a carbon lamp. As a suggestion of this fact, lantern slides are already in the department of Psychology which are to help in the 'laboratory' presentation of the subject. During the past term a course has been given in Roman Antiquities and Art through the aid of this apparatus, in such fullness as was never before possible in the history of the department. It will be no small item of advantage that the College lecturers occasionally coming to us with subjects that require illustration will no longer be embarrassed through our inability to properly present the accompanying slides.

For this entire equipment Middlebury is indebted to that most princely of patrons, Dr. M. Allen Starr, of New York City. A donor previously in many departments, he has, by this gift, put the College on an equality with those few institutions that have been fortunate enough to secure like illustrating apparatus. Without his generous aid some time must have elapsed before the College could have taken from the current funds sufficient to have purchased such equipment, as the expense is necessarily considerable.

OBITUARY.

MILTON LEONARD SEVERANCE.

Rev. Milton L. Severance died at Lowell, Vt., on Thursday, January 7. Mr. Severance was very well known in western Vermont, having held long pastorates at Orwell and Bennington Center. He was for six years principal of Burr and Burton Seminary, and

for one year acted as financial agent of the College. For a few years he was engaged in business enterprises and made his home in Burlington. Recently he had again taken up the pastorate, and was actively engaged in the ministry in the Home Missionary Congregational Church of Lowell up to within a few weeks of his death. Mr. Severance was a man of great energy and enthusiasm, a natural optimist and a hard worker for every cause in which he was engaged. The spirit with which he threw himself into the activities of the church at Lowell the last months of his life was characteristic of him. He helped lay the floor in an addition to the building with his own hands, and even did part of the work in shingling the roof. Mr. Severance was the father of Rev. Claude M. Severance, '83, Wilbert N., '85, and Carleton S., '89.

HERBERT FRANKLIN NORTHRUP.

Herbert Franklin Northrup, born on a farm near Shoreham, Vermont, October 9, 1850, was the youngest child of Nazro and Mary (Hawes) Northrup. After attending the village school he prepared for college in Kimball Union Academy and entered Middlebury College, in the Class of '73. After graduating he taught mathematics and English for two years at a boys' school in Flushing, Long Island. He then took a graduate course in engineering, in Sheffield Scientific School, Yale, in the Class of '78.

His first engineering engagement was upon the Lake Champlain breakwater at Swanton, Vermont, in 1878, and in 1879 he was engaged on railroad maintenance work at Salem, Massachusetts. In the spring of 1880 he

entered the employ of the Texas Pacific Railroad as assistant engineer of construction, and was located at Ft. Worth, Texas. He continued in the employ of that company in responsible positions until the completion of its construction in 1885.

On February 2, 1882, he was married to Miss Cornelia F. Allan of New Haven, Connecticut. He entered the employ of the Missouri Pacific Railroad Company in 1885 as assistant engineer of construction in Missouri and Kansas, and in September, 1886, he engaged with W. V. McCracken & Co., contractors, as chief engineer on construction of railroads in Ohio and Indiana. From August to November, 1887, he was engaged as locating engineer on the Duluth South Shore & Atlantic Ry., in the northern peninsula of Michigan.

In November, 1887, the writer engaged him as engineer in charge of preliminary and location surveys for the Chicago & West Michigan Ry. from Baldwin to Traverse City, Michigan, 75 miles, which was finished in June, 1888. He was then engaged until June, 1889, upon some construction work in the East, when he again returned to take charge of the construction of the road from Baldwin to Traverse City, following which he had charge of the locating and constructing of an extension from Traverse City to Petoskey, Michigan, about 90 miles, which was completed in 1893. In 1893 and 1894 he was engaged with the Detroit, Bay City & Alpena Railroad, and from 1895 to 1901 was in private practice and city engineer of Traverse City, Michigan, and designed a proposed water supply for that city; during this time he also

located several miles of road for the Lake Superior & Ishpeming Railroad Company.

In 1902 he entered the employ of the Cleveland, Cincinnati, Chicago & St. Louis Railroad Company, in charge of a residency on the relocation and construction of its line for double track, and reduction of grades and curvature, where he had charge of some very difficult and heavy work, especially the construction of several large span concrete arches. In May, 1905, he formed a partnership with the writer, as consulting engineers with office at Grand Rapids, Michigan, where he was engaged until his death.

Mr. Northrup was beloved by all who knew him. He was of a very modest and retiring disposition, amiable, a staunch friend, and a thoroughly honorable business man. Quiet and even tempered, honest in all his dealings, he had not only the entire confidence of his employers, but also the love and friendship of his assistants. One of his many assistants, now occupying a responsible position with the city of Buffalo, N. Y., says: "I knew him as a gentleman and an engineer and nothing can be added to that. His even temper and kindly ways always left a pleasant recollection." His death was very sudden and unexpected; after a severe fall on an icy sidewalk he was attacked with prostaticitis, necessitating an operation from which he did not rally.

Mr. Northrup was a Royal Arch Mason and a member of the D. K. E. College Fraternity, and was elected a Member of the American Society of Civil Engineers January 6, 1892.

JOHN J. McVEAU.

NEEDED ADDITIONS TO THE LIBRARY.

Dr. Cunningham, the new instructor in Philosophy and Psychology, is interesting a large number of Seniors and Juniors in his several courses. Both classes have required work three hours a week, and two elective courses are well attended. Our Library, which once was comparatively rich in works on Philosophy, has been allowed get behindhand. Perhaps some of the Alumni have volumes of Philosophy which are a trouble to dust, and which they would be glad to contribute; or perhaps some one will furnish the funds necessary to procure all or a portion of the following needed volumes. The total amount needed is \$152.70, and every one of the books should be found in a College library.

I. HISTORY OF PHILOSOPHY.

- Zeller—Aristotle and the Older Peripatetics
*(2 vol.)
Gomperz—Greek Thinkers (3 vols.)
Burnet—Early Greek Philosophy.*
Bakewell—Sourcebook in Ancient Philosophy.*
Windelband—History of Philosophy.*
Rogers—Student's History of Philosophy.*
Falckenberg—History of Modern Philosophy.*
Fischer—Geschichte der neueren Philosophie
(8 vols).
Rand—Modern Classical Philosophers.*
Kant—Critique of Pure Reason (Muller's Trans.)
Kant—Critique of Practical Reason.
Kant—Critique of Judgment.
Hegel—History of Philosophy (3 vols. trans.)
Hegel—Philosophy of Religion (3 vols. trans.)
Descartes—Discourse on Method.
Descartes—Meditations.
Leibnitz—New Essays on the Human Understanding.
Leibnitz—The Monadology.

II. EPISTEMOLOGY.

- Bosanquet—Logic (2 vols.)*
Royce—The World and the Individual (2 vols.)*
Munsterberg—Psychology and Life.*
Sigwart—Logic (2 or 3 vols.)

- Hobhouse—The Theory of Knowledge.
Lotze—Logic.

III. PSYCHOLOGY.

- Angell—Psychology.*
Titchener—An Outline of Psychology.*
Titchener—A Primer of Psychology.
Titchener—Experimental Psychology (4 vols.)
Calkins—Introduction to Psychology.
James—The Principles of Psychology (2 vols.)*
James—Psychology (Briefer Course.)*
Kuelpe—Outlines of Psychology.*

IV. ETHICS.

- Seth—Study of Ethical Principles.*
Thilly—Introduction to Ethics.*
Dewey & Tufts—Ethics.*
Sutherland—Origin and Growth of the Moral Instinct* (2 vols).
Westermarck—The Origin and Development of Moral Ideas.*
Hobhouse—Morals in Evolution (2 vols.)*

*Books marked with an asterisk are to be considered most important.



MIDDLEBURY VERSE.

I.

MIDDLEBURY, THE COLLEGE OF OZONE AND IRON.

College enthroned among the hills,
Where ozone in the air distills,
And iron the soil with treasure fills,
Stand thou for right.

Long as the Adirondacks rise
To pierce these clear, cerulean skies,
And Champlain in its valley lies,
Diffuse thy light.

While mountains on the east are seen,
Lifting their walls of living green,
And Otter flows these hills between,
Gather the youth.

Let mountain air make quick the brain,
And strengthen every swelling vein,
To work with all their might and main
For God and truth.

"Christ" and "the Church," on Harvard's seal,
True aim of College work reveal,
And show New England's earliest zeal;
That motto share.

At Bennington our fathers fought,
That we, their sons, might here be taught,
For liberty of life and thought,
To do and dare.

Thy sons have borne thy name afar,
 Victorious in peace and war;
 Immovable, as polar star,
 Forever shine.
 Shed o'er these hills and fertile plains,
 These homes of stalwart hearts and brains,
 The light of truth, that never wanes,
 Sun-light divine.

May faithful guardians never cease,
 Teachers and students still increase,
 Endowments full from needs release,
 In future days.
 Thy sons with pride the past survey;
 Achievements won adorn thy way,
 And lead our thankful hearts to pay
 Loud songs of praise.
 —*Samuel W. Boardman, '51*

II.

THE POOL.

[From the Vermonter.]

Where friendly alders reach their branches
 o'er,
 On which the wood-vine forms its canopy;
 Where sentinel reeds are marshaled on thy
 shore,
 I, wandering through the brakes, discovered
 thee.

Around about are tangled briars and ferns,
 And moss from which the damp wood-odors
 rise;
 While on thy marge the pure, white lily turns
 Its face to catch the beauties of the skies.

Thy face is placid and thy lips are still;
 But Nature's life is mirrored in thy breast—
 Ah, list! I hear the laughing of the rill
 That plays and tumbles, then comes here to
 rest.

The wild birds sing while flitting through the
 trees;
 The insect-hum haunts all the drowsy air;
 While woodland voices whispering to the
 breeze
 Make sweet, mysterious music everywhere.

Dear, friendly pool, I often seek thy brink;
 I love thy silent converse and the themes
 You put into my musings, as I think,
 That give a strange, sweet beauty to my
 dreams.

—*Carson H. Beane, '09.*

III.

IF.

[From the New England Magazine.]

If in the span of mankind's earthly life,
 The sunset came at eve with just one day,
 How they would view the wonder on the hills,
 And in the hushed silence kneel to pray!
 —*Arthur W. Peach, '09.*



THE LECTURE SEASON.

The routine of College work is being agreeably varied this year with interspersed lectures by speakers from abroad. The community receives the benefit as well, for these lectures are thrown open to as many as can be accommodated after sittings for the students have been reserved. That the opportunity is appreciated by the public is shown in the fact that thus far there have been few vacant seats. At the Congregational Church in December, the story told by Doctor Grenfell of the work he is doing on the coast of Labrador will long be remembered as a remarkable revelation of a great personality. January has been rich in two addresses at the Baptist Church, one on Tennyson and his Work, by Superintendent James G. Riggs of Orange, New Jersey, presented at a vesper service, Sunday afternoon, January 10, and one on the evening of January 20, by Dr. Brainerd Kellogg, of the Board of Trustees, on Lincoln as seen in his writings. The address of Mr. Riggs had special interest as the record, in part, of a visit by the speaker to Farringford, shortly after the poet's death. Doctor Kellogg's theme was admirably suited to his powers as an interpreter of literary content and a critic of literary style.

The series has thus far been markedly successful and further interesting evenings are in store.

THREE BOOKS BY MIDDLEBURY MEN.

Three books recently issued by Middlebury alumni are lying on the editor's desk. In the variety of their themes they illustrate the wide range of intellectual activity to which our graduates go out; in the high quality of their content they demonstrate anew the worth of Middlebury's contribution to the things that make for growth. These books are "Shakespeare, Five Lectures", (The Fleming H. Revell Co.), by Doctor George Nye Boardman, of the Class of 1847; "Artificial Waterways and Commercial Development", (The Macmillan Co.), by Doctor A. Barton Hepburn, of the Class of 1871; and "Daybreak in Turkey", (The Pilgrim Press), by Doctor James L. Barton, of the Class of 1881.

Perhaps no better way can be chosen to indicate the nature of their contents for those to whom the reading of these volumes is a pleasure still in store, than to quote liberally from the respective prefaces.

"The following lectures", says Doctor Boardman, "are the result of occasional readings of Shakespeare extending through sixty years. The author is not at all a Shakespearean scholar. He has not given attention to discussions of the text nor taken much interest in special interpretations of peculiar passages. He has not even made himself familiar with all the minor characters of the different plays, but he has taken an almost lifelong interest in the great passages, and in the acute, deft, liquid expressions scattered through the poet's compositions. He has also taken an interest in the man himself, and sought to

form an idea of his personality." Having thus set aside all claim to critical scholarship and its conclusions, the author proceeds to enrich his informal lectures with the shrewd observations, the happy judgments, of one to whom the years have brought in abundant measure the philosophic mind. The third lecture, "Shakespeare as a servant of his generation", illustrates perhaps as well as any the kindly charm of a genuinely enjoyable book.

"In almost all other countries," says Mr. Hepburn in his foreword, "the commercial advantage of maintaining both land and water routes has been fully appreciated; in the United States, the impatience of all delay, which characterizes our people in their rush to anticipate the future and bring the latent resources of our phenomenally rich country into soonest possible use, however wasteful such haste may be, has found expression in the development and expansion of railway, and the comparative neglect of canal and river transportation, especially during the last three decades. Denser population with increased local needs, the greater consumption which accompanies the growing wealth of the people, the congestion of traffic generally, and many other causes, are teaching people the unwisdom of neglecting the cheaper, albeit slower, means of transportation. People have come to realize that the function of artificial water navigation is to supplement and complement, and not to rival, the railways. In order to place before the public in concise form the salient facts as to artificial waterways and their relation to commercial development this volume has been prepared. As typical of all, the history

of the Erie Canal is given, together with a general review of the canal systems of the world". The 111 pages that follow are compact of information which enforces cogently the contention of the author that as population becomes still more dense and our civilization more complex, water routes must unavoidably be resorted to for the solution of the problems thus presented. More and more, in his opinion, the national government will become a chief factor in this development, making canalization, though the power to regulate interstate commerce, incidentally cover irrigation, forest-preservation, drainage, clarification, and bank-preservation. Nor does he anticipate that much difficulty will be encountered from strict constructionists of the Constitution: "The reserved rights of the States will hardly assert themselves to prevent expenditure of money which must inure largely to their local benefit. An abstract proposition, infringing State sovereignty, would be resisted, but a concrete project, flavored with Treasury notes, will pass unchallenged". The book brings to the treatment of a vital problem the trained judgment and broad outlook of a man of affairs and recognized expert in the field of economics and finance.

Few books have the good fortune to be put out at such a timely moment as Doctor Barton's "Daybreak in Turkey"; and, oddly enough, the special timeliness was in no way a part of the author's calculation. "This book was not written", says the preface, dated last December, "in order to catch popular favor at this time of revolution in the Ottoman empire. All except the concluding chapter

was prepared some time before the 24th of July, 1908, (the day when the Sultan at last yielded to the demands of the 'Young Turks' and issued an irade restoring the constitution of 1876 that had been suspended since 1877), and the entire work was at that time nearly ready for the press. The chapter, 'Turkey and the Constitution' was written since the overthrow of the old regime, and appeared as an article in *The Outlook* in September, 1908." While the book disclaims being an exhaustive study of the Turkish empire and its problems, it is, as a matter of fact, almost encyclopedic in its setting forth of the various historical, religious, racial, material, and national questions having so vital a bearing upon all Turkish matters, and which now reveal the forces that have had so much to do in changing Turkey from an absolute monarchy into a constitutional and representative government". Considering its authorship, it could hardly be other than the illuminating, stimulating volume that it is. No other man living is probably so well equipped for writing it. A missionary in Turkey for nine years, from 1885 to 1894, during part of which time he was Director of the Eastern Turkey Theological Seminary and President of Euphrates College at Harpoot, and a Secretary since 1894 of the American Board of Commissioners for Foreign Missions, he has brought to his treatment of the subject a wealth of first-hand information. A mere missionary might lack the wider outlook and the power of far-reaching correlation; a mere statesman would lack intimate acquaintance with a thousand vital details; Doctor Barton writes from the

doubleview-point of the devoted missionary and the acknowledged statesman, and his book is one to "move the heart more than with a trumpet". To those who love to see great history a-making, to those who question the worth of missions, to all who love the record of clear-eyed, great-hearted consecration, "Daybreak in Turkey" is most confidently commended. The closing paragraph of the volume may well be quoted, as illustrative of the author's spirit and belief: "There has never been a time when Western peoples have had a greater opportunity to aid materially in making stable the new order of things in the Ottoman empire. Under the Constitution, with compulsory education and a free press, Turkey will require aid from without in organizing and establishing schools all over the country, and in the preparation of a literature of the widest range. These needs are at once apparent. The colleges in the country should be at once enlarged and strengthened that they may be able to meet the demands that will be made upon them. The entire country is in need of normal schools to train teachers for educational institutions of the preparatory grades. Turkey needs and deserves the sympathy and cooperation of other nations, not by way of interference, but by way of fraternal assistance and genuine help to the full realization of all the benefits of a representative and a constitutional government. The motto which seems to have been adopted by common consent is 'Liberty, Justice, Equality, and Fraternity'. Every friend of constitutional government can sympathetically join with the people of Turkey in their honest endeavor to establish a

new order for themselves upon these four corner-stones as their basis of union and mutual well-being."



ALUMNI NOTES.

[The alumni are again reminded that the success of this department depends on their co-operation in giving us notes. All communications should be addressed to "THE MIDDLEBURY CAMPUS."]

'37. Miss Katherine Lee Bates, whose name one often sees in the magazines and who is a Professor of English in Wellesley College, is a grandchild of President Bates and a daughter of Rev. William Bates of '37. In commending a young man to Middlebury Miss Bates writes: "The name of Middlebury College, where my father and all my uncles graduated, and where my grandfather held a long presidency, has been familiar to my ears from childhood. I have once or twice taken opportunity to visit the College, and have noted with high respect the quality of its equipment and the attainments of its faculty."

'38. Rev. Solomon Paine Giddings died at his home, 1324 11th St., Washington, D. C., August 29, 1908, in his 96th year. It is believed that since the death of the Rev. Thomas H. Hubbard, Mr. Giddings was the oldest living graduate of the College. He was born in Poultney in 1812, prepared for College in Castleton Seminary, studied theology at Yale and Lane, and was pastor of Congregational Churches in Clarendon, Fair Haven, and Springfield, Vt. Since 1863 he had made his home in Washington.

'54. Elijah M. Torrey, long a resident of Dorset, Vt., and for 30 years

Superintendent of Schools there, died on May 18, 1908, at the advanced age of 80 years.

'62. The Fleming H. Revell Co., New York, Chicago, and London, has issued a new romance from the pen of Richard S. Holmes, editor of *The Westminster*. The book is entitled "The Victor." Doctor Holmes's first romance, "The Maid of Honor," still enjoys a large sale.

'63. Mr. George W. Lewis is now a resident of Rutherford, N. J. His address is 325 Montross Ave.

'83. Jesse Stearns is practicing law in Portland, Oregon, with offices in the Chamber of Commerce building. He is also vice-president of the Portland, Alaska, Cement Co.

'87. George R. Wales has recently been appointed chief examiner of the United States Civil Service Bureau at Washington, D. C. A son was recently born to Mr. and Mrs. Wales.

'88. Rev. Edwin J. Klock has accepted a call to the First Parish Church of Bucksport, Maine. This will be his future address.

'95. W. H. Eldridge, of the Eldridge Clothing Co. of Twin Falls, owns one of the largest clothing stores in southern Idaho. He is very popular in his locality and was recently elected a director in the prosperous First National Bank of his city.

'90. *The Youth's Companion* of December 3 has the following appreciative note of Dr. Mead of Brown University:

"The disappearing lobster" has ceased, it seems, to disappear, a consummation for which persons who desire the good things of life at a moderate price are bound to thank

Prof. A. D. Mead of Brown University and the Rhode Island State Hatchery at Wickford. Lobsters have large families, but in the early stages of growth they are distressingly helpless. All other fish eat them with avidity; and when a favored lobster grows larger and stronger than his brothers and sisters, he promptly devours his brothers and sisters. The method of preservation devised by Professor Mead is so simple that students will wonder why it was not thought of before. It is merely to keep the water in the hatching-tanks in constant motion, so that the young lobsters cannot get at each other—a device that brings fully half of every "hatch" to a size at which they can look out for themselves. Then only are they released, instead of, as formerly, very soon after hatching. Already the new plan shows results so conclusive that the recent International Congress on Fisheries at Washington awarded two prizes to Professor Mead, one for the greatest advance in fish-culture since the last meeting of the congress, and the other for the most practical method of lobster culture.

'98. THE CAMPUS records with pleasure the birth of a son, Wilber Whitney, August 22, 1908, to Frank C. and Luella Whitney Dunn.

'00. In the Hartford, Conn., Times of Nov. 4, 1908, is this interesting account of a political contest in which a rising Middlebury alumnus came out victorious. THE CAMPUS is always glad to record such successes. "Probate fights in this part of Hartford county have that variety which is the spice of life this fall. In Hartford the incumbent remains as the incumbent. Over in East Hartford,

the incumbent, a lawyer, gives way to a stenographer. Up in the East Windsor district the incumbent was a lawyer, and in the probate convention there was a deadlock. Little, if indeed anything at all, has gotten into print about that deadlock, and it may be said that the district consists of two towns, East Windsor and South Windsor, each of which had four votes in the convention. The candidates were Judge Ralph M. Grant, senator from the fourth senatorial district, and Frederic H. Allen of East Windsor, an attorney in the office of Bryant, Case & Bloomer of Hartford. The deadlock remained unbroken three weeks and on election day there were three candidates in the field, Judge Grant, Mr. Allen, and Leslie W. Newberry, a democratic lawyer. Grant ran pasters on the regular republican ticket and also wherever he could on the democratic ballot. Allen followed the same procedure. Newberry ran on the regular democratic ballot. The republican ballots were printed with blank space under the heading "Judge of Probate." It was a lively combat. The result was in Allen's favor. That candidate received 336 votes. Grant received 330 and Newberry counted 230."

'01. David Clarke owns a large and valuable ranch in the great Twin Falls irrigated tract of southern Idaho.

'01. Mr. George E. Lawrence and Mr. Robert A. Lawrence announce that commencing January 1, 1909, Mr. Bert L. Stafford will be associated with them in the practice of law under the firm name of Lawrence, Lawrence & Stafford, at Rutland, Vt.

'02. Dr. Roy Stearns has a very

successful practice in Sellwood, a suburb of Portland, Oregon.

'03. Charles Allen has a partnership in a lumber concern of Bellington, Wash., and is doing well.

'03. Charles Whitney is assistant manager of the salmon department of the Kelley-Clarke Co., Seattle, Wash., the second largest merchandise brokerage firm in the United States, with branch offices and representatives in every large city in the Union.

'06. Gordon D. McQuivey is at present located in business in Twin Falls, Idaho. He spent the greater part of December traveling in the Northwest.

'05, '06. Miss Inez M. Stevens and Mr. Samuel L. Abbott were married in the Episcopal Church at Westboro, Mass., Saturday, December 14. They will reside in Manchester, N. H. Pauline Smith, '06, and Rachel Pike, ex-'08, were present.

'07. Mrs. Beatrice Miner Briggs of Brookline, Mass., was a recent visitor in town.

'08. Merrill S. June is now located in Seattle, Wash., representing the N. K. Fairbank Co. of Chicago, Ill.

'09. Edith Fay has returned to College, after an absence due to the death of her father.



NON-GRADUATE NOTES.

Doctor Samuel W. Boardman, '51, in a recent letter to THE CAMPUS, says: "I like the idea of keeping track of, and reporting items concerning, non-graduates. One has lately subscribed liberally to Middlebury College. Perhaps the enclosed facts may interest some:

Rev. D. C. Greene, D. D., ex-'64, Dartmouth, '64, a classmate of ex-President Brainerd, has been for 39 years a missionary of the A. B. C. F. M. in Japan. His father, Rev. David Greene, and his grandfather, Jeremiah Evarts, Esq., were early secretaries of the Board. Dr. Greene was introduced with especial distinction at the recent meeting of the Board at Brooklyn by Secretary Barton, '81, as were also Dr. Farnsworth, '48, and Dr. Hiram Bingham, Jr., son of Rev. Hiram Bingham, '16. The Boston *Herald* presents a portrait and biographical sketch of Mr. Jerome D. Greene, third son of Dr. D. C. Greene, who has been for several years Secretary of the Corporation of Harvard University, as a candidate for the Presidency to be vacant after May 1, 1909, through the resignation of President Eliot. Mr. Greene is still one year younger than was President Eliot at his inauguration. The *Herald* says of Rev. D. C. Greene: "His wisdom in mediating Christianity to the Japanese has made him one of the large personalities among the Americans long resident there." Dr. Greene was with Rev. Dr. S. R. Brown and Dr. Hepburn, still living, though 76 years out of college, at East Orange, N. J., one of the translators of the Bible into Japanese. Dr. Greene is perhaps as familiar with the Far East as any American, and has probably had as large influence in shaping its history as any other missionary. His oldest son, Prof. Evarts B. Green, Ph. D., Dean of the University of Illinois, has been for fourteen years connected with that institution; his second son is a prominent physician in Boston; his fourth son is

United States Consul at Dalney, in Eastern Asia; his fifth son, an officer in the United States Navy, is now with the fleet making its cruise around the world.

Ex-'11. S. Harold Spafford is at present in Seattle, Wash. He spent the first semester in Leland Stanford, Jr., University, but will not return this year.



LOCAL NOTES.

Miss Mabel Boardman, ex-'08, has visited her brother in Washington.

Miss Mary K. Kendall, Miss M. Louise Chaffee and Miss Theodora Crane were in Middlebury at Thanksgiving.

Mrs. Crane entertained some of the students who spent the Thanksgiving vacation in Middlebury, Friday evening, November 27.

Vermont Alpha of Pi Beta Phi entertained at cards Saturday evening, December 5, at the Pharetra. Professor and Mrs. McGilton were present.

At a meeting of the Class of '11, Hiram D. Moore of Ludlow was chosen president; Miss Carmen Walker of Ludlow, vice-president; Walter Cleary of Lunenburg, treasurer; Miss Louise Johnson, secretary.

The Class of '09 has finished paying for *The Laurea* and has a number of copies left. The Class of '10 has begun the work on its Junior Annual, *The Kaleidoscope*, and everything seems to point to another success.

The annual initiation of Alpha Chi was held Saturday, November 14. The initiates were Marjorie Bates, Rutland, Vt.; Mabel Agnew and

Gertrude Murdoch, Port Henry, N. Y.; Ruth Hill, Wallingford, Vt.; Pruda Harwood, Round Lake, N. Y.; Sarah Lewis, South Royalton, Vt.; Lucy Liedtke, Westhampton Beach, N. Y.

The November number of the *Philosophical Review*, edited by Professors J. E. Creighton and Ernest Albee, contains an article by Dr. G. W. Cunningham of Middlebury on "The Significance of the Hegelian Conception of Absolute Knowledge." This paper was read in part before the American Philosophical Association at the Cornell meeting, December 26, 1907.

The Senior class officers are as follows: President, Lyman Tobin; vice-president, Margaret Whitney; secretary and treasurer, Ivan D. Hagar. The following Class Day speakers have been chosen: Ivy Orator, Ray A. Stevens; Historian, Winifred Fiske; Class Orator, Arthur W. Peach; Prophet, Hazel McLeod; Will and Presentation, Herbert M. Hall; Essayist, Caroline Clark; Poet, Carson Beane; Junior Class Marshal, Egbert C. Hadley.

The Junior Class has chosen the following officers: W. H. Carter of Vergennes, president; Gwendolyn Morris of Fair Haven, vice-president; M. J. Pond of East Berkshire, treasurer; Gretta Cater of Catskill, N. Y., secretary. Because of illness, Egbert Hadley was compelled to resign his position as editor-in-chief of *The Kaleidoscope*, and George Shaw was chosen to succeed him. Miss Anna Butler was chosen to take the place of H. W. Gibbs, who has left College, as class editor.

One of the occupations of President Thomas during the summer was a correspondence with former residents of Vermont who have one reason or another for being interested in Middlebury College. A card catalogue of such persons is being prepared in the President's office and is growing rapidly. Many letters of great interest were received as a result of the correspondence, showing Middlebury's lines have extended far. One letter which brought out an unsuspected connection with Middlebury came from Mr. Charles Kellogg Field, Editor of the *Sunset Magazine*, published by the Passenger Department of the Southern Pacific Railway, San Francisco. Mr. Field writes as follows: "I assure you I have been much pleased to receive your letter of September 22 and to learn of your work for 'the good stuff in the Vermont hills.' I left Vermont as a child and am, of course, practically a Californian, yet I have grown up with a strong affection for Vermont. In fact, I am a property owner in the state, to the extent of thirty-eight acres, on the slope of Newfane Hill in Windham county, for which I paid \$30. Our real estate values here are somewhat higher, but there is a crop of sentiment growing on that hillside, as it has been in our family since the days of Martin Field, whose widow, I believe, presented his collection of minerals to Middlebury. He was my great grandfather, and his son, Charles K. Field, my grandfather, whose name I bear, graduated from Middlebury, I think, in 1822. I have taken your time with this data as being not uninteresting to you, and to assure you of my 'long distance interest' in your work."

A MERITED RECOGNITION.

Professor John A. Howe, of the Class of '53, Principal of Public School No. 4, Albany, N. Y., retired Jan. 1, 1909, from a long and honorable service. The Board of Education adopted this resolution :

Resolved, That John A. Howe, Principal of School No. 4, be and is hereby retired at his own request, and granted an annuity pursuant to the provisions of chapter 414 of the Laws of 1907, and that this Board, as required by section 9 of the act above cited, hereby certifies such facts to the Comptroller and also certifies that the amount of the annuity to which said John A. Howe is entitled is \$600, and that the payment of such annuity shall begin January 1, 1909.

The following minute was ordered printed :

John A. Howe was born at Poultney, Vt., October 1, 1834; educated at the Troy Conference Academy and at Middlebury College; in 1857 became Principal of School No. 6 in this city. In 1862, he resigned and entered upon commercial life, in which activity he remained until 1870, when he was reappointed as Principal of School No. 3, where he served for two years, when upon the completion of a new building for School No. 5, he and his teachers and pupils were transferred to the new structure. In 1889 a new school house was erected for District No. 1, and Mr. Howe was requested by the Board of Public Instruction to organize the school and become its principal. He assented and continued to conduct that school until 1895, when he was placed in charge of School No. 4, which was

rapidly growing into the large, important school it has since become, and from which he will retire into private life on January first next. In all these varied relations with the people of the several districts in which he served, Mr. Howe obtained and retained the good will and the hearty cooperation of parents and neighbors throughout the forty-six years of his labors in the schools of this city. Kind and considerate with his pupils and teachers, he gained and kept their affection and their respect. He was always appreciative of the merits of faithful and progressive teachers; especially encouraging them to independent research and action. The hundreds of pupils advanced to the High School; and the thousands who went directly to the activities of life from the several schools under his charge, testify to his wise and fostering care, and to his intelligent and fruitful instruction.

As a citizen Mr. Howe has been exemplary. Actively interested in all movements for the common good, his most notable achievement has been the establishment of free libraries. Starting with the gift from a friend of a single book, by patient and assiduous work, he, with the aid of other public-spirited citizens, has placed on a firm footing the well-known and highly useful South End and West End Libraries. These will remain a fitting monument to his devotion to the best interests of his fellow men.

In retiring from active labors, Mr. Howe bears with him the best wishes of this Board, his associates, and a host of personal friends for his future comfort and happiness.

Rensselaer
Polytechnic
Institute,
Troy, N.Y.

ESTABLISHED
 1824.

A SCHOOL OF
 ENGINEERING

Local examinations provided for. Send for a catalogue.

THE UNIVERSITY of MAINE COLLEGE of LAW . . .

Maintains a three-years' course, leading to the degree of LL. B. The degree of LL. M. is conferred after one year's graduate work. The faculty consists of five instructors and six special lecturers. Tuition, \$70. The case system of instruction is used. The Moot court is a special feature. The College is registered with the Regents of New York State.

For announcements containing full information, address

WILLIAM E. WALZ, DEAN,
 Bangor, Maine.



COTRELL
& LEONARD

ALBANY, N. Y.

Caps & Gowns

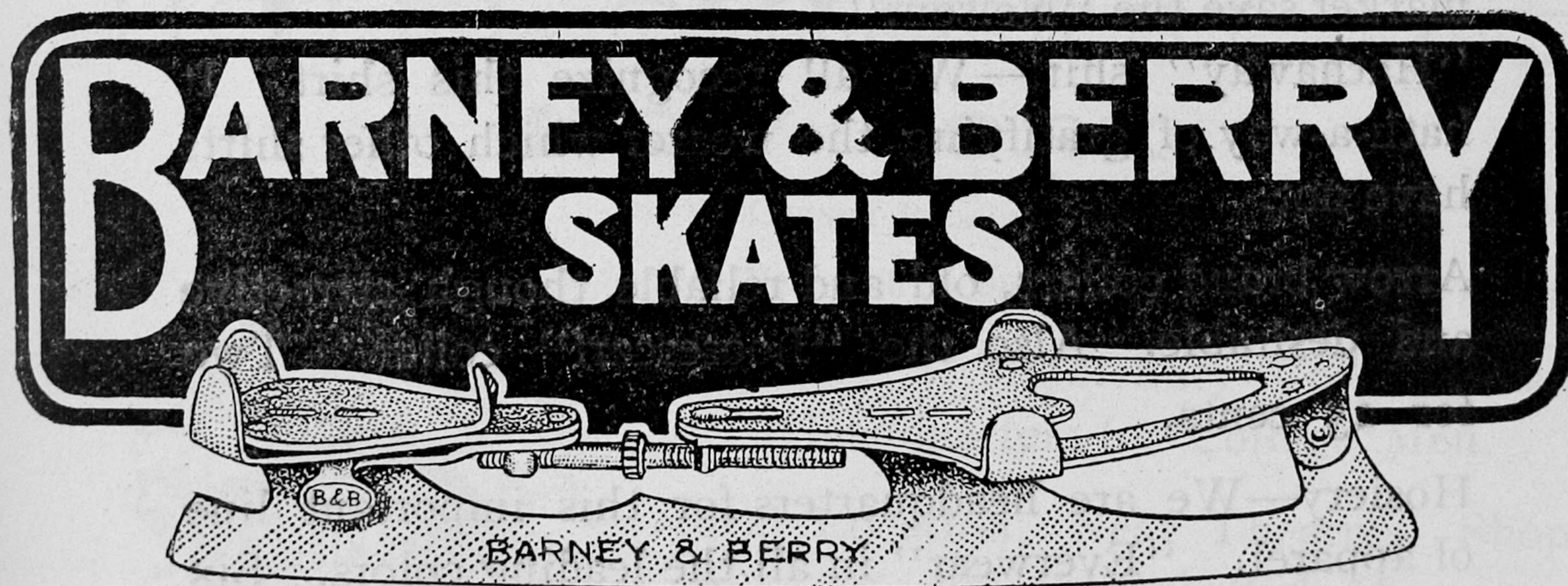
For College People.
 Correct types, reasonable prices. Bulletin and samples on request.

HATHORNE BROS.

Everything in footwear.
 Sole agents for the

WALKOVER SHOE

Bring your feet to us.
 We give them fits.



As the days begin to lengthen the cold begins to strengthen and ICE SKATING becomes general. Good skates add to the pleasure. No other "just as good" as ours.

Worry your dealer. If he hasn't what you want he will accommodate you. Our catalog free. (Ice or roller.)

BARNEY & BERRY

150 Broad St., Springfield, Mass.

TO THE YOUNG MAN IN COLLEGE

Dress is a great problem. He wants and needs the best. And we believe he had better have it, for as a rule the best is the cheapest in the long pull.

With the above facts in mind, we have endeavored to stock the "POPULAR CLOTHING HOUSE" with such excellent brands in the various lines as we know, by personal knowledge, will meet the demand of all smart dressers.

Read on and, at the finish, consider where else you will find another such stock of the "Latest and best," "The true and the tried."

CLOTHING in all the new and attractive cuts and colors from such world-renowned tailors as Hart Schaffner & Marx, David Marks & Sons, Ederheimer Stein & Co.

The guaranteed "President" derby in all the new and leading styles at \$2.50, equal to any \$3.00 hat on the market save the "Nelson."

"Hathaway" shirt—We all recognize this shirt. It hath-a-way of gratifying the wearer which other shirts have not.

Arrow brand collars, old and reliable though attractive and desirable. Also the "Loosescarf" collar. Two for 25 cents.

Hosiery—We are headquarters for this important line of apparel. "Everwear" in all the leading colors. Six pairs in a box \$2.00, sold under an ironclad guarantee. Six pairs will wear six months free from all holes or darning or be replaced by new ones free of expense.

We are not and we will not be undersold in town or city when real worth is considered.

C. N. ATWOOD & CO.

MAIN STREET

MIDDLEBURY, VERMONT

FINE PRINTING, ENGRAVING, Etc.

Anything from the smallest and to the largest book promptly executed in the highest style of the art preservative.

THE MIDDLEBURY REGISTER

prints all the important college news every week. This department is edited by one of the brightest college students. All interested in the college should take the Register, \$1.00 a year in advance, in the village.

The Register Company,
MIDDLEBURY, VT.

HOTEL CUMBERLAND NEW YORK

S. W. CORNER BROADWAY AT 54th STREET

Near 50th St. Subway Station and 53rd St. Elevated

Kept by a Middlebury College Man.
Headquarters for College Men.

Ideal Location, Near Theatres, Shops
and Central Park.

New, Modern and Absolutely Fireproof

Most attractive hotel in New York. Special rates for College Teams. Transient Rates \$2.50 with Bath, and up. All outside rooms.

HARRY P. STIMSON, (Middlebury '77)

Formerly with Hotel Imperial.

R. J. BINGHAM,

Formerly with Hotel Woodward.



SEND FOR BOOKLET

College Book Store

TEXT BOOKS, NOTE BOOKS
and all
CLASS-ROOM SUPPLIES.
COLLEGE SEAL and
FRATERNITY JEWELRY,
STATIONARY and BANNERS

SUNDERLAND & PERRIGO

The Place to Buy

FANCY DRY GOODS
GROCERIES
For Occasions.

J.W. Beckwith
Established 1827

Good Pure Food Products

always give satisfaction. That is why our old customers stay with us, and constantly bring us new trade by recommending our groceries to their friends.

It pays to treat your stomach to the best and purest goods, such as are sold at the only exclusive, and largest grocery store in town.

BENEDICT'S

BATTELL BLOCK. Phone 36-2.

STUDENTS!

We want your patronage.

See our

SPECIAL MIDD. CANDY BOXES, one and two pounds..

We think we can interest you. Come in and see.

Dutton's Pharmacy

"1909" COLLEGE MEN

SHOULD CONSIDER
THESE FACTS.

Pennsylvania is rapidly becoming the foremost High School State in the Union. Pennsylvania gives College Graduates life certificates of the highest grade after they have taught three years successfully. A life certificate in the best High School State in the Union is a valuable asset. Every year for the past five years we have located all our College Graduates, and have had first-class opportunities for more in Pennsylvania and other States.

THE TEACHERS' AGENCY,

R. L. Myers & Co.

101 Market St., Harrisburg, Pa. 1545 Glenarm St., Denver, Colo, 12-16 Trinity Ave., Atlanta, Ga.



MOORE'S NON-LEAKABLE FOUNTAIN PEN

We guarantee this pen *absolutely* non-leakable. When the cap is turned on, it is air-tight and ink-tight.

It is the only clean-to-handle pen made. The ink never dries up nor thickens—writes readily after any period of disuse.

Various Styles. \$2.50 and upwards.

AMERICAN FOUNTAIN PEN COMPANY

ADAMS, CUSHING & FOSTER, Selling Agents

168 DEVONSHIRE STREET, BOSTON, MASS.

JUST LET ME WHISPER .

...THE...

ADDISON

John Higgins, Prop.

that it will do you good
to see my big line of

CUSTOM SAMPLES,

consisting of the latest
styles and best quali-
ties.

FIT and PRICES
GUARANTEED..

L. S. KNIGHT.

BREWSTER BLOCK.

UNIVERSITY OF VERMONT COLLEGE OF MEDICINE

The fifty-sixth session of this College of Medicine opened
November 11, 1908, and will continue seven and one-half
months.

Large Well Equipped Laboratories

Commodious Lecture Halls

Pleasant Recitation Rooms

Every Facility for Instruction

NUMEROUS CLINICS

MODERATE EXPENSES

For announcement and further information, address

J. N. JENNE, M. D., SECRETARY.

Burlington, Vermont.



**There are Many Reasons For
Having Your Clothes Made-
to-Measure by us . . .**

We will cite three for
your consideration :

**LATEST STYLES,
PERFECT FIT and
BEST QUALITY.**

FOOTWEAR,
FURNISHINGS,
HATS AND CAPS

Bags, Suit Cases, Umbrellas, Etc.

JOY'S

"The White Store"

**CASH
NO CREDIT**

THINGS THAT ARE RIGHT!

We ought to know what's Right, and we DO, because it's our business to.

Bring US Your WANTS

WE CAN SHOW YOU

**STEIN-BLOCH CLOTHES, GUYER
HATS, CLUETT and MONARCH
SHIRTS, FOWNES GLOVES,
BAGGAGE of ALL KINDS,
HORNE'S NECKWEAR**

And a number of other good things shown only in the BEST SHOPS.

QUALITY REGULATES THE PRICE.

WILSON-ROOT Co.

Clothiers to Men who Know.

MIDDLEBURY, VT.

BATTELL BLOCK.